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ABSTRACT

Tabular procedures for analyzing open-ended responses were used to study a school district's educational reform program. Responses of a rural Arizona Career Ladder (CL) school district's teachers and administrators to three pairs of open-ended questions contained in the 1989 Perception Assessment Scale survey comprised the data base for the present study. The survey questions asked subjects to identify the perceived strengths and indicators of insufficiency of the overall CL program, and perceived strengths and weaknesses of organizational climate by district and school. There were six subsets of specific responses. Responses were clustered and substratified in a qualitative matrix form according to the respondents' CL status and years of experience. Careful examination revealed several critical underlying items. Substantial teacher input and ownership were considered essential, and respondents indicated that the primary focus should be student achievement and teacher accountability. The biggest problem identified was lack of consistent application of rules. The analysis demonstrated the usefulness of structured qualitative analysis in the model validation process. Nine tables contain the cells of the qualitative data matrix and the ranking of the strengths and insufficiencies derived. (SLD)

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INTRODUCTION

Open-ended questions, until recently, were considered to be an untapped resource in data-analysis terms. On the one hand, they held the promise of a detailed and rich data base containing subjects' perceptions, attitudes and beliefs. Paradoxically, however, this "advantage" was also assumed to be the greatest barrier to their proper analysis. That is, open-ended responses, due to their "non-numeric" nature, were not considered to be "data" in the same sense as quantities which could be analyzed using more conventional inferential statistical procedures. This led some researchers to avoid the collection of qualitative data entirely, as they assumed it to be somehow inferior to, or "less rigorous than," quantifiable data. Those who did collect open-ended responses frequently relegated their analysis and interpretation to a secondary role. They felt limited to presenting these so-called "soft" results in solely narrative form.

More recent analytic developments have shed new light on the practical significance, as well as possible rigorous methodologic treatments, of qualitative data. Prominent among these is the work done by Miles and Huberman (1984). These authors have developed tabular procedures for analyzing open-ended responses which are both easily understood and conducive to formal presentation. As a result of these new approaches, qualitative data is at last assuming its rightful place of importance in the ongoing study of perceptual variables. This method has therefore been applied with the following in-depth study of a school district's educational reform program.

Methodology

The responses of a rural Arizona career ladders school district's subjects to the three pairs of open-ended questions contained in the 1989 Perception Assessment Scale (PAS) survey comprised the data base for the present study. The questions asked subjects to identify the perceived strengths, and indicators of insufficiency of the overall career-ladders (CL) program, as well as perceived strengths and weaknesses of organizational climate by district and by school. Thus, there were six subsets of specific responses.

The top portion of the response sheet contained a limited number of categorical background or demographic questions. Two of these items were selected in order to cross-classify the above six sets of responses: "career-ladder participation" and "years of experience."

The six sets of responses were read and tabulated according to the above two background variables. They were then clustered and summarized in six "table shells," or "cross-classified qualitative matrices," as originally developed by Miles and Huberman.

In contrast to lengthy narratives, such tables provide a convenient summary of the most frequently occurring categories of written response to each question. They also permit the reader to determine key patterns and areas of subgroup difference at a glance. In this manner, qualitative data can effectively provide structure and the potential for comparison, similar to quantities.

The responses to each item will be summarized in the form of brief descriptive phrases. Concepts mentioned by more than one respondent will be followed by a frequency count, appearing in parentheses.

One additional piece of information is presented within the summary tabular format. While the question content dealt with organizational climate, it was recognized that the support and focus factors of the developmental-process model (Table #1, page 17) are actually interrelated. Therefore, each response is also labeled with two abbreviations, corresponding to the two model components to which it most closely corresponds. The first abbreviation refers to the most closely associated factor; the second, to the next most closely associated model component. Table #2 (page 18) contains a list of abbreviations and the individual factor to which each refers.

As a final step, a "weighted sum" has been created for each component of the model which is referenced in the matrices. A weight of "2" is assigned if that factor is the primary component, and a "1" if it is the second. (For example, if a descriptive phrase in a particular cell is followed by "OC/MIE," then a "2" is added into the running total for "organizational climate," and a "1" for "motivators: intrinsic & extrinsic." If five subjects mentioned this item, then each weight is multiplied by 5.) Each factor of the model will then have <u>two</u> subtotals, reflecting its relative importance as a mentioned "strength" and an "indicator of insufficient readiness for change," respectively. These factors have been ranked in descending order of magnitude. These ranks allow the reader to determine which individual support and focus factors are perceived as "strongest," and which are in greatest need of remediation for improved readiness.

Data Analysis and Interpretation

As mentioned in the preceding section, there were six subsets of qualitative responses to be summarized and analyzed. These constituted all possible combinations of strengths and indicators of insufficient readiness of the overall career-ladders program, as well as strengths and weaknesses of organizational climate by district and by school. Each of these areas will be summarized in table-shell format, cross-classified by respondents' career-ladders status as well as years of experience. A brief narrative will highlight key themes and points of comparison as evident within each table. Particularly unusual and/or illustrative quotes, from subjects' original responses, will also appear within each summary.

Perceived Overall Strengths of Career Ladder Program

Table #4 (page 21) contains the clustered responses of a rural Arizona career ladders school district's subjects to this first open-ended 1989 PAS question. The responses were cross-classified by three levels of CL participation (CL teacher; non-CL teacher; and administrator) and years of experience (five ordered intervals). Thus, a total of 15 response cells can be generated with this cross-classification.

One immediate difference which should be apparent from scanning Table #3 (page 19) concerns the overall relative response frequency to this question. First of all, the majority of responses generally came from the more experienced teachers. This was especially true for the CL teachers, with the greatest input coming from the 8-15 year groups and the 4-7 year groups, respectively. In contrast, no non-CL's from these two groups responded. However, the response frequency again was about equally high for both CL and non-CL teachers of 16 years or more of experience.

In examining the individual responses as summarized in Table #3, page 19, a number of points may be noted. First of all, the CLP criteria are equally valued by all CL teachers, regardless of experience; but this item was evidently not salient to the non-CL's. Furthermore, the opportunity for teacher input into program designs and structures is evidently valued only by the relatively newer CL's (up to 15 years of experience). All groups except the 1-3 year non-CL's and the administrators cited improved teamwork and cooperation, as well as better organizational structure generally as a distinct CL program benefit. Younger

CL's and older non-CL's referred to the potential for improved program focus, such as emphasis on teacher skills development and concern for student achievement.

But perhaps the most surprising finding had to do with the perceived role of money as an extrinsic motivator in the CL program design. It was mentioned most frequently only by the 8-15, CL-teacher subgroup. In general, this factor received scant attention: only one other CL respondent (and three non-CL's) explicitly referred to it as a program strength.

Actual quotes capture a greater indication of subjects' positive perceptions of the overall CL program and its effects upon teacher skills and interpersonal cooperation. A non-CL with 16-25 years of experience noted, "Teachers are more aware that it takes more than 12-hour days to be a 'good' teacher." A CL teacher with 8-15 years of experience, in describing the required documentation process, observed that "The evaluation instrument covers three main areas: Teaching Plans and Materials; Classroom Procedures; and Interpersonal Skills. The three areas have made the teaching considerably stronger. Therefore, as a teacher I am quite aware of my skills in teaching and have improved greatly."

With regard to the aforementioned positive effects upon overall climate, one CL subject with 8-15 years of experience characterized the program as resulting in " . . . teachers working together for mutual improvement and increased student success; extra help AND encouragement for new applicants and continuing CLP people," (emphasis in original). A colleague with 16-25 years of experience observed, "I have seen several teachers who were 'stale' and close to burn-out really do a turnaround and become effective."

The area of positive CL program effects can perhaps be summarized by the following two comments. A non-CL teacher with 8-15 years of experience stated simply, " . . . real effective teaching has 'come alive.'" A CL teacher of the same experience level commented of the program, "I love it! Except for the rumors flying from the opposition. Yet they won't say what their problem is."

Perceived Indicators of Insufficiency for Successful Career Ladder Program Implementation

Respondent opinion was virtually unanimous concerning the need for consistency in the evaluation procedure. This item was mentioned by all combinations of CL status and experience levels. In addition,

both the CL and non-CL subjects with 8 to 15 years of teaching experience expressed a desire for a change in leadership.

Non-CL responses were characterized by a greater focus on perceived unfairness in the CL program application of rules. There was also a greater incidence of mention of general organizational climate problems, particularly among the younger non-CL's.

The final general conclusion with respect to indicators of developmental insufficiency was shared by the older CL's and the majority of non-CL's. This problem had to do with insufficient dissemination of information, as well as poor teamwork.

The individual quotes which were especially memorable attested to this perceived dissatisfaction with organizational climate. One non-CL teacher with 1-3 years of experience noted, "The climate of the school is in an uproar. Teachers are hostile towards each other and blame the ladder." Another non-CL with 8-15 years of experience concurred: "The entire CLP at our school is a disaster! It has created more dissension than this district can ever overcome! . . . No one listens and nothing changes -- this survey won't make a difference either." A 16-25 year non-CL counterpart observed that " . . . CLP divides a professional team into warring camps." A CL with 8-15 years of experience wrote: "I now know how the people under a dictatorship feel." (In contrast, a 4-7 year CL noted the problem of unsubstantiated complaining: "[There are] too many people who gripe without checking out the facts.")

Other respondents expressed concerns regarding various aspects of program designs and structures. According to a non-CL with 16-25 years of teaching experience, " . . . the process has lots of loop-holes. Teachers move up without meeting the real requirements . . .. It's too easy for some individuals to move up. I also see peer evaluators giving high scores so other peers will give them high ratings when they are evaluated." A CL respondent with 1-3 years of experience noted that "Implementation has been haphazard in some cases. The strong criteria on paper need to be rigorously adhered to." Another CL essentially concurred with the rule-bending being observed with regard to late submission of materials: this person advised, "Don't pander to people who make excuses." A CL subject with 16-25 years of experience succinctly summarized this problem: "The program has been handled in an arbitrary and capricious manner."

The lockstep, mechanical aspects of the evaluation process were singled out for particular criticism. A CL teacher with 8-15 years of teaching experience commented, "The evaluation instrument is too restrictive. It evaluates only one method of of teaching at the expense of other, possibly more valuable methods. The classroom teacher is told to 'conform to this one method or you do not belong on [the] CLP!'" (emphasis in original). A CL with 16-25 years of experience offered this suggestion: "Revamp the evaluation process so a teacher doesn't have to come up with just the 'right words' to say or do exactly the 'right things' and be trained robots like everyone else. That isn't always the best teaching. It's what works that counts, not what words they say."

Two comments illustrate the misperceived role of monetary incentives within the overall CL program. One non-CL with 16-25 years of experience characterized the program as being " . . . based on merit pay concept which never works. Money is the highest motivating factor of CLP," (emphasis in original). A CL with 8-15 years of teaching experience observed that "If you are placed at a comfortable level, then you will not criticize the amount of pay you get objectively."

Regarding an entrenched program leadership, one CL respondent with 4-7 years of experience stated: "Ideological clique formation has created a schism in the whole district. Those in charge have their mind set: they feel personal ownership of the program. These individuals refuse to see the need for a major CLP overhaul or revision in order to attract and accommodate the disgruntled teachers and thus eliminate or diminish the existing division among the faculty."

Finally, two particularly vivid quotes will be presented in order to illustrate the level of subjects' dissatisfaction as well as their tendency to attribute problems to the CL program. Both comments were made by non-CL teachers with 16-25 years of experience. One wrote, "It (CL) should be buried with all the other trash and litter in society. it has no social redeeming value for society." The second suggested, referring to the program, "Don't improve it -- get rid of it! We will never follow wimp leadership. We will never sell out for an educational philosophy that puts money first. We are the vast majority and we will prevail." (emphasis in original of each of the foregoing quotes).

Table #4 (page 21) presents additional detail relative to the breakdown of overall readiness responses by CL participation and years of experience. The reader is referred to this table for information on individual response clusters.

Perceived Strengths of District Organizational Climate

A number of summary comparative comments can be made concerning response patterns to this item, as shown graphically in Table #5 (page 23). A "polarization" was evident among the non-CL subjects with respect to both general response frequency and the most salient factor of district organizational climate. With regard to the first point, no non-CL's between 8 and 25 years of teaching experience responded to this question. Secondly, both the older and younger non-CL's seemed to agree on the greater incidence of observed teamwork and cooperation among teachers in their district.

In contrast, at least one CL teacher from each experience category chose to respond to the question of perceived district climate strengths. The CL's with 4 to 15 years of teaching experience agreed that improved communication was an evident result.

Finally, one aspect of district climate was perceived as salient by both CL's and non-CL's with only 1-3 years of teaching experience. This was the factor of improved teacher skills development.

One quote expressed mixed feelings relative to administrative leadership within the district. A non-CL teacher with 16-25 years stated, "[We] finally have a superintendent who appears to be working for the teachers, staff and students. [He] is taking on too much all at once, though, and some areas [exist] with incompetent people." (emphasis in original).

A second comment mirrored the frustration with unsubstantiated and possibly centralized griping, also expressed in response to the previous question. A CL teacher with 8-15 years of experience felt that " . . . [we] hear [of] more teachers involved with positive discussions regarding what really WORKS. Why does CLP criticism seem to be centered at and coming from [one particular school]? (emphasis in original).

Perceived Indicators of Insufficiency as Reflected in
District-Level Organizational Climate

Responses to this question as shown in Table #6, page 24, spotlighted interpersonal and leadership problems. All respondents commented on the generally poor status of organizational climate, with the highest frequency of mention in the non-CL, 1-3 years of experience subgroup. In addition, teachers in the middle ranges of experience (CL's, 8-15 years, as well as non-CL's, 16-25 years) felt that there was insufficient teacher input into the decision-making process. The more experienced non-CL's (16 years or more fo teaching experience) were especially concerned about poor teamwork. In contrast, a primary concern of CL teachers with 1 to 15 years of experience was the poor quality of their relationships with administrators, as well as insufficient administrative accountability.

The quotes supplied by subjects in response to this question could be classified into three topic categories: general organizational climate; unsubstantiated complaining; and leadership problems. A number of vivid comments illustrate subjects' concerns about the poor condition of organizational climate. A CL teacher with 8-15 years of experience noted, "[There is] no organizational climate; it seems to be a burden. There is a separation between CL and non-CL teachers. [There is] no communication." A non-CL of the same experience level stated, "The CLP has destroyed the best aspect of our district--teachers 'togetherness.' Now we don't have a strength to list." Another non-CL, with 16-25 years of teaching experience, wrote that " . . . teacher-to-teacher communication is sarcastically discouraged. Any comradeship is suspect. The stress [level] is unbelievably high and most of us don't feel that we can trust anyone to support us ever."

Regarding interpersonal communication, some respondents focused on the problem of chronic complainers, as in similar responses to previous questions. One CL teacher with 4-7 years of experience identified this as the main roadblock to effective communication between CL and non-CL teachers: " . . . non-CL teachers need to realize that this program is optional and can only be used to their advantage--not to their disadvantage." (emphasis in original). Another CL with 8-15 years of experience felt that " . . . many Fort Defiance Elementary teachers are chronic complainers about [the] CLP . . .." Finally, a CL with 16-25 years of teaching experience responded, "There is still a small core of people who have always been

given a cut of the pie because they exist here and who insist that the career ladder program (i.e., money) shouldn't be available unless all can have a part of it without applying. They won't be satisfied until it is dead and gone." (emphasis in original).

Leadership was criticized on several grounds, most notably for communication style and operating effectiveness. A CL with 8-15 years of experience felt that there was currently "No leadership at [the] assistant superintendent level . . . we need leadership that will work together and believe in their staff (not treat them or speak to them like children) . . .." (emphasis in original). A CL with over 25 years pointed out that "This district creates such pressure on teachers that at times it could be considered as harassment. In the spring, the chaos caused by the school board and the administration is hard to believe!" (emphasis in original). A CL of 8-15 years of experience summed up the perceived quality of interpersonal relationships with administrators as follows: "The central office has a dictatorial approach to management."

District leaders were also taken to task for their poor judgment in decision making, as evidenced by the overall tone of the written comments. In general, according to a CL with 4-7 years of teaching experience, "It must be learned that the administration is as much accountable to the faculty as vice versa." A CL with 8-15 years of experience characterized the administrative structure as " . . . too top-heavy . . .. [The] top administrator (superintendent) [is] too scared to admit and address the negativity and dissension caused by CL . . .."

Several subjects, in particular, held leaders responsible for the lack of overall direction apparent in the district. A non-CL with 16-25 years of teaching experience felt that "[The] curriculum committee coordinator does not know the first thing about how [the] curriculum should be written by all appearances . . .." Another non-CL, with 8-15 years of teaching experience, responded, "Administration, we need curriculums [and] organization with the whole district, which actually shows and provides evidence of progress in our students and district."

One CL teacher with 8-15 years of experience identified a perceived bias in the selection process: " . . . [the] selection of [the] assistant superintendent was a joke . . . [the] committee recommended three people and the board disregarded the efforts of committee members and selected someone not on the final

list." Another allegation of bias, made by a non-CL with 16-25 years of teaching experience, concerned administrative favoritism in allowing staff to attend conferences.

A detailed comment was made with regard to inefficiency in planning meetings by a non-CL with 16-25 years of experience. "Meetings are set by the administration the day before or that day it's supposed to happen with no regard for anything else that has already been scheduled--then the meeting is cancelled leaving the first meeting dangling because it has been cancelled because the administrators' one takes precedence .... Higher administration [is] scheduling meetings or workshops much too late for anyone to attend because of other commitments. Often-times we aren't even informed of vital conferences let alone to be able to be released to go to them .... Everything seems to be planned at the last minute--very poor!"

A final allegation of bias concerned the activities of the Northern Arizona University Career Ladders Research and Evaluation Project. A non-CL teacher with 4-7 years of experience commented that "At one of the board meetings it was suggested that the survey [PAS] be compiled by an external group--NAU works with [the] CLP for this rural Arizona career ladders school district."

Perceived Strengths of School Organizational Climate

A number of factors resulted in agreement among the various subgroups in response to this question. Teamwork and cooperation were praised by four subgroups: CL's with 1-3 years experience; non CL's with 1-3 and 8-15 years of experience; and administrators. Non-CL's recognized opportunities for growth to a greater degree than their CL counterparts. The more experienced teachers appeared to be more satisfied with the quality of leadership (CL's, over 25 years of experience; non-CL's, 16-25 years of experience).

Several respondent quotes effectively summarize the subjects' satisfaction with their leadership. A non-CL teacher with over 25 years of experience stated that there was "Strong leadership in self-evaluation, needs assessment and personal professional development." A second positive comment came from a non-CL teacher with 16-25 years of experience: "We have a good principal and vice-principal--[they are] always present! They are where the kids are!" A CL with 16-25 years of experience felt that there was "Generally, a good spirit of support and working together under a principal who is caring and supportive."

Teacher professionalism, skills development and concern for student achievement were also clearly evident in responses to school climate strengths. According to a CL teacher with 16-25 years of experience, "We have instructional leaders that support the staff and are concerned about the education of children. The teachers are, generally, caring professionals." A non-CL with 16-25 years of teaching experience observed: "I am working with an excellent and professional teaching staff for the majority. I know the teachers truly care about their students' advancement and progress."

Perceived Indicators of Insufficiency as Reflected in School Organizational Climate

As with program and district indicators of insufficiency, this question (Table #8, page 27) resulted in both a larger number and wider range of responses. All subjects noted that communication and leadership were sources of problems. Teacher-administrator relationships were also seen as needing improvement. These problems were particularly singled out by non-CL teachers with 1-3 years of experience. With regard to program designs and structures, one factor was perceived as especially problematic: inequities in application of rules. This item was mentioned by both CL's and non-CL's with 8-15 years of experience, as well as non-CL's with 4-7 and over 25 years of experience. Complete details appear in Table #7, page 26.

The dysfunctional state of school organizational climate was characterized by a non-CL teacher with 4-7 years of experience as consisting of "negativism, burn-out, pressure from disorganization, no curriculum, [and] students' behavior shows evidence of our disorganization." Unsubstantiated griping was again singled out as a key source of interpersonal problems. A non-CL teacher with 16-25 years of experience pointed out the existence of a " . . . small clique of critical, destructive faculty who drive newcomers away . . .."

There was also clear resentment at alleged "special privileges" awarded to CL teachers. Respondents especially resented CL's frequent classroom release time in order to attend special training sessions. In fact, there was a general perception that such practices actually resulted in more work for non-CL's, which only served to fuel the existing hostilities between both groups.

One non-CL subject with 4-7 years of teaching experience wondered, "Why do we have to do what [we are] asked to do while CLP teachers get many breaks--attending workshops, being call[ed] out of the classroom, [and] getting appointments for points. Why should one CLP teacher keep a teacher assistant 100% of the time to keep up with CLP while the TA substitutes, keep[s] records and other paperwork." Added another non-CL with 16-25 years of experience, "Good teachers have to cover while CLP teachers are out on CL programs. Higher class loads are due to removing CL's for mentors."

Teacher self-concept and professionalism were identified as being in critical need of improvement. According to a CL teacher with 8-15 years of experience, "Administrators need to start believing in their teachers to start building back the trust and confidence of the teachers. Teaching competencies can then be a focus for school improvement for all teachers. And the administrators need to learn more about educational theories and staff development to improve our schools. Teachers should treat each other more professionally and also remind themselves that they are all models for the whole community and young people (conduct and after-work activities). The parents and community now perceive the teaching profession as too controversial and negative as a result of the CLP." A 16-25 year non-CL concurred that "Teachers need to be treated as adults and professionals." (emphasis in original in both quotes).

Administrative leadership was faulted at the school level for poor communication and program disinterest. A CL with 4-7 years of teaching experience felt that "Leadership ability at our school is at the minimum." A CL with 16-25 years of teaching experience felt that "Administrators who value the CLP [are needed]. Our vice-principal (new from Minnesota, knows nothing of it, except he echoes gripes from his wife) downs it. If a perk had been offered to principals from the beginning, such as money for good teachers kept at their schools, they would have enthusiastically backed the program."

A couple of comments dealt with increasing teacher input and ownership, "Teachers' opinions and judgments concerning student progress should have high priority, especially over decisions made by selected few individuals," according to a non-CL teacher (no years of experience was indicated by this respondent). A non-CL with 8-15 years of teaching experience suggested that "We need every teacher to get on committees, so each teacher can have some insights and have a feeling of belonging."

Two suggestions for program implementation concerned organizational restructuring and follow-through on implementation. A CL teacher with 16-25 years of experience stated, "We have a large staff and need to reorganize to work it into smaller units that can be monitored and communicated with more readily." A non-CL with 16-25 years of experience offered this advice: "Follow through with the goals that were started. Things begin but never are enforced. They just die out."

Relative Rankings of Model Components as Reflected in Weighted Sums

Each support and focus factor of the developmental model also received a weight for its position and frequency of mention, as was explained in the methodology section. These sums were then ranked in descending order of magnitude, in order to determine that particular factor's relative importance as both a perceived strength and an indicator of insufficient readiness for change. Table # 9, page 29, contains all of the foregoing information.

The same three support and focus factors are perceived as both the top strengths and the indicators of insufficiency, according to this table. They are organizational climate, intrinsic & extrinsic motivators, and teacher & administrator evaluation, respectively. Apparently these three elements are seen as essential building blocks of any successful reform effort. Therefore, they are extremely salient and visible to participants in the change process. As a result, subjects may be especially sensitive to the slightest dysfunction in any one of these areas, perceiving it as needing immediate remediation.

There was a disparity in the support factor which was mentioned least for strengths and insufficiency indicators, however. "Effective change & improvement" was the least-mentioned strength. However, it was also the fourth-most area of readiness insufficiency.

"General finance & funding" was the least-mentioned insufficiency indicator of the subset of support factors. This meant that it was considered least in need of remediation; that is, at the greatest level of readiness.

Turning next to the focus factors, administrative development and leadership was the area of greatest strength and the second-most-frequently mentioned indicator of insufficient readiness. This may

reflect respondents' recognition of potential leadership power, as well as their frustration with a lack of overt "buy-in" for principals in the current Career Ladders program structure.

"Teacher skills development & leadership" was the factor which was perceived as strongest, as well as the second-greatest area of necessary remediation. Evidently this is an illustration of approval with the purposes of the Career Ladders program "in principle"; that is, to improve teacher accountability for increased student achievement. However, there are some difficulties being experienced by teachers with respect to the way in which this overall mission has been operationalized in practice. Two examples of such problems are removing CL teachers from their own classrooms too frequently for special workshops, as well as perceptions of inadequately tying student achievement to competency and performance.

One way to recognize and preserve the importance of the teacher-skills factor would be through the practice of "job enlargement." This includes activities such as the following: development of a parent-participation program; extra tutorial activities; and extended (calendar-year) teaching assignments.

Summary

The preceding analysis attempted to identify patterns of responses of one pilot school district's subjects with respect to positive qualities and indicators of insufficiency of the CL program, district climate, and school climate. Subjects' responses to these open-ended questions were clustered and substratified according to their CL status and years of experience, in qualitative-matrix format.

A careful examination of these responses reveals a number of critical underlying items, which are apparently essential to the successful implementation of a program such as CL. These factors were repeatedly mentioned by subjects, as both being deficient in certain areas, and as potential pluses of organizational climate.

Program designs and structures are perceived as requiring substantial teacher input and ownership in order to be successful. Optimal programs also include a variety of opportunities for teachers to improve their skills. The primary focus of such programs should be student achievement and teacher accountability.

The biggest problem with current evaluation systems is a lack of consistency in application of rules. Another source of dissatisfaction is a perceived tendency to award CL teachers "special favors," such

as extensive release time to attend special meetings and workshops. Not only did this practice cause disruption of the students' learning process; it also frequently resulted in more work for non-CL teachers.

Regarding program incentives, the overall importance of money seemed to take a back seat to other, more intrinsic outcomes. Prominent among these is a feeling of increased professionalism, with accompanying self-esteem as reflected by interactions with parents and the general community, on the part of teachers.

Administrative support is seen as lacking, both with regard to program involvement and the overall quality of their interpersonal relationships with the staff. It was acknowledged that a solid lack of "buy-in" for administrators in the current program design could be a major underlying cause of this problem. An effective solution, on the other hand, might be the joint development of a mutually-agreed-upon and workable curriculum.

A "healthy" organizational climate, on both the district and school levels, was seen as requiring teamwork, cooperation and communication. A major barrier, as currently perceived by subjects, was the high prevalence of unsubstantiated complaining about the CL program.

The foregoing discussion demonstrates the usefulness of structured qualitative analysis in the model-validation process. Clustering and cross-classifying responses in this manner can reveal patterns, themes and trends relative to the existence and interrelationship of the support and focus factor components of the proposed model of the developmental process.

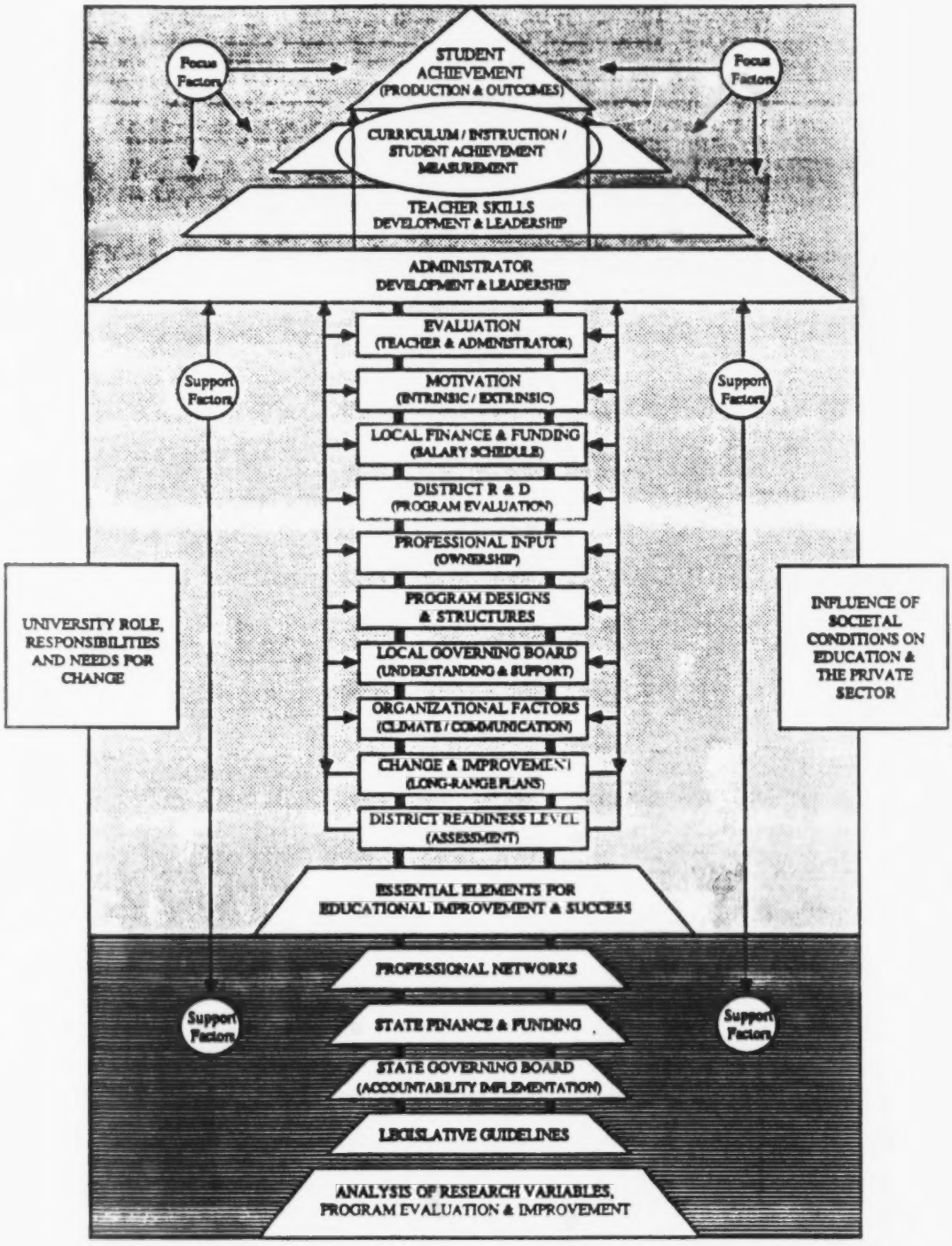
References

Huberman, A. M. and Miles, M. B. (1986). "Concepts and methods in qualitative research: A reply to Donmoyer." Educational Researcher. 15 (3): pages 25-26.

Table 1

MAPPING THE DEVELOPMENTAL PROCESS
FOR EFFECTIVE SCHOOL REFORM:

Models, Designs and Structures


Focus Factors
STUDENT ACHIEVEMENT (PRODUCTION & OUTCOMES)
Focus Factors
CURRICULUM / INSTRUCTION / STUDENT ACHIEVEMENT MEASUREMENT
TEACHER SKILLS DEVELOPMENT & LEADERSHIP
ADMINISTRATOR DEVELOPMENT & LEADERSHIP
Support Factors
EVALUATION (TEACHER & ADMINISTRATOR)
MOTIVATION (INTRINSIC / EXTRINSIC)
LOCAL FINANCE & FUNDING (SALARY SCHEDULE)
DISTRICT R & D (PROGRAM EVALUATION)
PROFESSIONAL INPUT (OWNERSHIP)
PROGRAM DESIGNS & STRUCTURES
LOCAL GOVERNING BOARD (UNDERSTANDING & SUPPORT)
ORGANIZATIONAL FACTORS (CLIMATE / COMMUNICATION)
CHANGE & IMPROVEMENT (LONG-RANGE PLANS)
DISTRICT READINESS LEVEL (ASSESSMENT)
Support Factors
UNIVERSITY ROLE, RESPONSIBILITIES AND NEEDS FOR CHANGE
INFLUENCE OF SOCIETAL CONDITIONS ON EDUCATION & THE PRIVATE SECTOR
ESSENTIAL ELEMENTS FOR EDUCATIONAL IMPROVEMENT & SUCCESS
PROFESSIONAL NETWORKS
Support Factors
STATE FINANCE & FUNDING
STATE GOVERNING BOARD (ACCOUNTABILITY IMPLEMENTATION)
LEGISLATIVE GUIDELINES
ANALYSIS OF RESEARCH VARIABLES, PROGRAM EVALUATION & IMPROVEMENT

A Model of Interrelated Components of Program Support and Focus for Effecting Change and Reform in Education

Table 2

LIST OF ABBREVIATIONS FOR DEVELOPMENTAL-PROCESS MODEL
KEYED TO THE RURAL ARIZONA CL SCHOOL DISTRICT QUALITATIVE MATRICES

Concept/Component of Model	Related Abbreviation
Legislative Guidelines	LG
Support of the State Governing Board	SSGB
Professional Networks	PN
Finance & Funding	FFGEN
Assessment of District Readiness Level	ADRN
Models for Change & Improvement	MCI
Support of Local Governing Board	SLGB
Program Designs & Structures	PDS
Professional Input & Ownership	PIO
District Research & Program Evaluation	DRPE
Local Finance & Funding (Salary Schedule)	FF
Organizational Climate	OC
Motivation (Intrinsic & Extrinsic)	MIE
Evaluation (Teacher & Adminstrator)	ETA
Administrator Development & Leadership	ADL
Teacher Skills Development & Leadership	TSDL
Curriculum/Instruction/ Measurement	CIM
Production & Outcomes in Student Achievement	POSA

Table 3

QUALITATIVE DATA MATRIX: PERCEIVED CL PROGRAM STRENGTHS
CROSS-CLASSIFIED BY CAREER-LADDER PARTICIPATION & YEARS OF EXPERIENCE

CLP Participation			
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
1-3	Clearly defined & well-planned program (PDS/DRPE)	Money (FF/MIE) Teacher input into program development, evaluation instruments & systems (PIO/ETA) Release time given for workshops & related activities (TSDL/MIE) Greater professionalism (TSDL/PIO)	
4-7	Clearly stated CLP Criteria (PDS/OC) Provision of necessary information (PDS/OC) Teacher input into program development, evaluation instruments & systems (PIO/ETA) Opportunities for professional growth (TSDL/MIE) Improvement & development of skills(TSDL/DRPE) Focus on student progress (POSA/CIM) Greater teamwork & cooperation among teachers (OC/MIE) Money (FF/MIE)		
8-15	Money (5) (FF/MIE) Improved & more equitable teacher-evaluation procedures (4) (ETA/MIE) Greater teamwork & cooperation among teachers (2) (OC/MIE) Improved & more equitable CLP placement procedure & process (PDS/OC) Clearly stated CLP criteria (PDS/OC) Improvement & development of skills(TSDL/DRPE) Focus on students' progress & needs (POSA/CIM) Concern for teacher applicants (MIE/OC) Accuracy of student record-keeping (TSDL/POSA) Teacher input into program development, evaluation instruments & systems (PIO/ETA) Improved portfolio-documentation procedures (ETA/TSDL) Improvement & development of skills(TSDL/DRPE) Value placed on hard work (MIE/OC) Improved organizational structure (OC/PDS) General assistance & support provided to personnel (ADL/MIE)		Clearly stated CLP criteria (PDS/OC) Well-trained & effective peer evaluators (ETA/ADL)

Table 3 (Cont'd)

QUALITATIVE DATA MATRIX: PERCEIVED CL PROGRAM STRENGTHS
CROSS-CLASSIFIED BY CAREER-LADDER PARTICIPATION & YEARS OF EXPERIENCE

CLP Participation			
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
16-25	Clearly stated CLP criteria (PDS/OC) CLP concept is sound (ETA/TSDL) Well-trained & effective peer evaluators (TAE/ADL) Improved classroom evaluation procedures (ETA/ADL) Improved organizational structure (OC/PDS) Focus on students' progress & needs (POSA/CIM) Greater teamwork & cooperation among teachers (OC/MIE) Good remedy vs. teacher burnout (TSDL/OC)	Money (2) (FF/MIE) Well-trained & effective evaluators (ETA/ADL) Improved quality of teaching (TSDL/CIM) Greater interest in program improvement (MCI/DRPE) Improved organizational structure (OC/PDS)	
Over 25	Clearly stated CLP criteria (PDS/OC) Greater teamwork & cooperation among teachers (OC/MIE) Improved quality of teaching (TSDL/CIM) General assistance & support provided to personnel by director (ADL/MIE) CLP program open to all who wish to apply (PDS/MIE)	Intrinsic incentives (MIE/OC) Greater teamwork & cooperation among teachers (OC/MIE) Opportunities for staff development (TSDL/MCI) CLP program open to all who wish to apply (PDS/MIE)	

Table 4

CELLS OF QUALITATIVE DATA MATRIX: CL-NON-CL BY YEARS OF EXPERIENCE:
INDICATORS OF INSUFFICIENT READINESS

CLP Participation			
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
1-3	Haphazard CLP implementation (ADL/TSDL)	Greater professionalism (TSDL/PIO) Tie monetary rewards more closely to performance (MIE/ETA) Poor organizational climate generally (OC/MIE)	
4-7	Insufficient teamwork & cooperation among teachers (5) (OC/MIE) Too-rigid CLP rules (2) (PDS/OC) Concessions made to breaking deadlines (MIE/OC) Insufficient readiness in all support & focus factor areas Insufficient emphasis upon student achievement (POSA/TSDL) Need more instruction relative to portfolio preparation (MCI/ETA) Need more peer evaluators (ETA/PDS) Need improved evaluation instrument(s)/processes (ETA/MCI)	Inequities/unfairness in program application of rules (2) (MIE/OC) Biased CLP committee, director, administrators (ETA/OC) Greater professionalism (TSDL/PIO) Poor communication (OC/MIE) Insufficient monetary rewards (FF/MIE)	
8-15	Change in steering committee (3) (TSDL/OC) Poor/insufficient/untimely information dissemination (3) (OC/MCI) More consistent evaluation procedures (2) (ETA/MCI) More relevant inservice (2) (TSDL/MCI) Insufficient emphasis upon student achievement (2) (POSA/TSDL) Negativity/low morale among staff members (2) (OC/MIE) More flexibility in evaluation criteria (ETA/MCI) More prompt evaluation feedback (ETA/ADL) Teacher input into program development, evaluation instruments & systems (PIO/ETA) Inequities/unfairness in program application of rules (MIE/OC) More individualized instruction concerning planning & use of resources (MCI/TSDL) More mentor teachers (TSDL/MCI) More unannounced observations (ETA/PDS)	Change in steering committee (TSDL/OC) Change in CLP director (TSDL/OC) Change in top administration (ADL/OC) Poor organizational climate generally (OC/MIE) No positive changes apparent from CLP program (PDS/TSDL)	

Table 4 (Cont'd)

CELLS OF QUALITATIVE DATA MATRIX: CL-NON-CL BY YEARS OF EXPERIENCE:
INDICATORS OF INSUFFICIENT READINESS

CLP Participation			
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
8-15 (Cont'd)	Greater emphasis on American Indian & "at-risk" students (POSA/TSDL) More time to complete CLP/PAS surveys (DRPE/OC) Better administrator training procedures (ADL/ETA) Greater administrative cooperation/support with respect to discipline (ADL/OC) Insufficient teamwork & cooperation among teachers (OC/MIE) Complacent attitude of CL participants (OC/PIO) More positive reinforcement to staff (MIE/OC) Tie monetary rewards more closely to performance (MIE/ETA)		
16-25	Poor leadership (ADL/OC) Poor/insufficient/untimely information dissemination (OC/MCI) Inequities/unfairness in program application of rules (MIE/OC) Breach of confidentiality (OC/DRPE) Poor communication with steering-committee coordinator (PIO/OC) Less interference from administrators & non-CL teachers (ADL/OC) More realistic long-run deadlines (ADL/MIE)	Improved & more equitable CLP placement procedure & process (PDS/OC) Revamped monetary incentive schedule (FF/MIE) Opposed to merit-pay plans (MIE/PDS) Don't want peer evaluators (ETA/PDS) Insufficient teamwork & cooperation among teachers (OC/MIE)	
Over 25	Better communication opportunities between CL & non-CL teachers (PIO/MCI) More equitable sharing of Level III, IV responsibilities (OC/MCI) Improved administrative inservice (ADL/MCI) Insufficient teamwork & cooperation among teachers (OC/MIE)	Inequities/unfairness in program application of rules/privileges given to CLP teachers (MIE/OC) CLP program open to all who wish to apply/"forced" participation of teachers (PDS/MIE) Insufficient credit for certain tasks in CLP criteria (ETA/PDS) Well-trained & effective peer evaluators (ETA/ADL) Greater variety in staff-development programs (TSDL/MIE)	

Table 5

CELLS OF QUALITATIVE DATA MATRIX: PERCEIVED DISTRICT CLIMATE STRENGTHS
CROSS-CLASSIFIED BY CAREER-LADDER PARTICIPATION & YEARS OF EXPERIENCE

CLP Participation			
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
1-3	Improvement & development of skills(TSDL/DRPE) No strengths	Greater teamwork & cooperation among teachers (OC/MIE) Improvement & development of skills (TSDL/DRPE)	
4-7	Improved communication (OC/MIE) Quality leadership (ADL/TSDL) Good teacher-administrator relationships (ADL/TSDL) Effective committee decision-making procedures: checks & balances (PDS/PIO)	Quality school-board members (2) (SLGB/OC) Focus on students' progress & needs (POSA/CIM) Teacher input into program development, evaluation instruments & systems (PIO/ETA) Greater respect for teachers in the community (MIE/OC) Clearly defined & well-planned program (PDS/DRPE) Improved job security (MIE/PDS) Quality staff (TSDL/OC) Quality superintendent (ADL/OC) Hard-working CLP coordinator (TSDL/OC)	
8-15	Improved communication & information processes (OC/MIE) Good reward system for dedicated teachers (MIE/PDS) Quality school-board members (SLGB/OC) Quality steering committee (SLGB/OC) Quality professional associations (PIO/OC)		
16-25	General progress (PDS/POSA) Concern for teacher accountability by governing board (POSA/TSDL) Rewards linked to good teacher performance (MIE/TSDL) Hard-working CLP coordinator (TSDL/OC)		
Over 25	Quality superintendent (ADL/OC)	Greater teamwork & coopeation among teachers (OC/MIE) The school itself (OC/PIO)	

Table 6

CELLS OF QUALITATIVE DATA MATRIX: INDICATORS OF INSUFFICIENT READINESS
CROSS-CLASSIFIED BY CAREER-LADDER PARTICIPATION & YEARS OF EXPERIENCE

	CLP Participation		
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
1-3	Poor organizational climate generally (OC/MIE)		
4-7	Poor teamwork & cooperation among teachers (2) (OC/MIE) Need more workshops/training for skills development (2) (TSDL/DRPE) Poor communication (OC/MIE) Need greater administrative accountability (ADL/PDS) Poor/insufficient/untimely information dissemination (OC/MCI) Idle complainers/no rationale for complaints (OC/MIE)	Poor organizational climate generally (7) (OC/MIE) Poor leadership (ADL/OC) Poor communication (OC/MIE) Insufficient focus on students' progress & needs (POSA/CIM) Insufficient student services offered (PDS/DRPE) Poor discipline (ADL/OC)	
8-15	Poor teacher-administrator relationships (5) (ADL/TSDL) Poor leadership (4) (ADL/OC) Problems with curriculum (4) (CIM/POSA) Idle complainers/no rationale for complaints (2) (OC/MIE) Poor organizational climate generally (2) (OC/MIE) Problems with organizational structure (2) (PDS/DRPE) Insufficient interest in & support of CL program (PDS/DRPE) Insufficient teacher input into program development, evaluation instruments & systems (PIO/ETA) Insufficient professionalism (TSDL/PIO) Inequities/unfairness in evaluation process (ETA/OC) Need more school visitations (ETA/DRPE)	Poor organizational climate generally (2) (OC/MIE) Poor teamwork & cooperation among teachers (2) (OC/MIE) Problems with curriculum (2) (CIM/POSA) Poor communication (OC/MIE) Insufficiencies in staffing requirements: more teacher aides needed (DRPE/OC)	Poor organizational climate generally (2) (OC/MIE) Inequities in peer-evaluation system (TSDL/PDS)
16-25	Idle Complainers/no rationale for complaints (OC/MIE) Poor teamwork & cooperation among teachers (OC/MIE) Poor leadership (ADL/OC)	Poor organizational climate generally (2) (OC/MIE) Insufficient teacher input into program development, evaluation instruments & systems (2) (PIO/ETA) Poor teamwork & cooperation among teachers (OC/MIE)	

Table 6 (Cont'd)

CELLS OF QUALITATIVE DATA MATRIX: INDICATORS OF INSUFFICIENT READINESS
CROSS-CLASSIFIED BY CAREER-LADDER PARTICIPATION & YEARS OF EXPERIENCE

CLP Participation			
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
16-25 (Cont'd)	Insufficient interest in & support of CL program (PDS/DRPE) Insufficient teacher accountability (TSDL/POSA) Poor/insufficient/untimely information dissemination (OC/MCI) Poor planning of meetings (ADL/OC)	Poor communication (OC/MIE) Poor/insufficient/untimely information dissemination (OC/MCI) Poor planning of meetings (ADL/OC) Poor curriculum coordinator (ADL/OC) Inequities/unfairness in program application of rules: administrator favoritism with respect to conference release time (MIE/OC) Poor discipline (ADL/OC)	
Over 25	Poor organizational climate generally (OC/MIE)	Poor organizational climate generally (2) (OC/MIE) Poor teamwork & cooperation among teachers (OC/MIE) Poor communication between/among schools (OC/MIE) Poor quality of incentives offered by CL (MIE/OC)	

Table 7

CELLS OF QUALITATIVE DATA MATRIX: PERCEIVED SCHOOL CLIMATE STRENGTHS
CROSS-CLASSIFIED BY CAREER-LADDER PARTICIPATION & YEARS OF EXPERIENCE

	CLP Participation		
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
1-3		Greater teamwork & cooperation among teachers (OC/MIE) Improved communication (OC/MIE)	
4-7	Greater teamwork & cooperation among teachers (3) (OC/MIE) Improved communication (OC/MIE) Opportunities for improvement (MCI/TSDL)	No strengths (2) Opportunities for professional growth (2) (TSDL/MIE)	
8-15	Greater teamwork & cooperation among teachers (5) (OC/MIE) No strengths (2) Improvement & development of skills (2) (TSDL/DRE) Quality Leadership (2) (ADL/TSDL) Focus on students' progress & needs (2) (POSA/CIM) Teacher initiative in carrying out responsibilities (PIO/TSDL) Greater variety of activities (TSDL/MIE)	Improved teacher-student cooperation (TSDL/MIE) Dedicated teachers (TSDL/OC) Dedicated administrators (ADL/OC)	
16-25	Focus on students' progress & needs (2) (POSA/CIM) Quality leadership: principal, ass't. principal (2) (ADL/TSDL) Improved quality of teaching (2) (TSDL/CIM) Greater teamwork & cooperation among teachers (OC/MIE) General assistance & support provided to personnel (ADL/MIE)	Greater professionalism (2) TSDL/PIO) Focus on students' progress & needs (POSA/CIM) Improved quality of teaching (TSDL/CIM) Quality leadership: principal & ass't. principal (ADL/TSDL) The teachers themselves (TSDL/OC) Quality staff (OC/MIE) Responsiveness to questions & requests (ADL/OC) Large number of American Indians on staff (PDS/OC)	
Over 25	Focus on students' progress & needs (2) (POSA/CIM) Greater access to quality instructional materials (CIM/TSDL) The teachers themselves (TSDL/OC)	No strengths Opportunities for professional growth (TSDL/MIE) Teacher input into program development, evaluation instruments & systems (PIO/ETA) Improved assessment of needs (DRI*E/MCI) Quality leadership (ADL/TSDL)	Greater teamwork & cooperation among teachers (OC/MIE)

Table 8

CELLS OF QUALITATIVE DATA MATRIX: INDICATORS OF INSUFFICIENT READINESS
CROSS-CLASSIFIED BY CAREER-LADDER PARTICIPATION & YEARS OF EXPERIENCE

CLP Participation			
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
1-3	Poor leadership (ADL/OC) Poor communication (OC/MIE)	Poor leadership (2) (ADL/OC) Administrators' negativity (ADL/OC) Poor teacher-administrator relationships (ADL/TSDL)	
4-7	No weaknesses Poor leadership (ADL/OC) Poor communication (OC/MIE) Idle complainers/no rationale for complaints (OC/MIE) Over-emphasis on extracurricular activities for students (CIM/PDS)	Poor organizational climate generally: low morale, negativism, & burnout (4) (OC/MIE) Poor leadership (2) (ADL/OC) Inequities/unfairness in program application of rules (MIE/OC) Problems with curriculum (CIM/POSA) Poor organizational structure (OC/PDS) Insufficient parental involvement (POSA/DRE) Improved screening of teacher applicants for CLP (ADL/PDS) Focus on students' progress & needs (POSA/CIM) Insufficient special services: special-education, counseling & maintenance (CIM/PDS) Too large class sizes (POSA/DRPE) All areas	
8-15	Poor leadership (6) (ADL/OC) CLP program needs restructuring (4) (PDS/MCI) Poor communication (4) (OC/MIE) Poor teacher-administrator relationships (3) (ADL/TSDL) Lack of professionalism (2) (TSDL/PIO) Problems with curriculum (2) (CIM/POSA) Poor discipline (2) (ADL/OC) Poor rapport among administrators (ADL/OC) Poor organizational structure (OC/PDS) Inequities/unfairness in program application of rules (MIE/OC) Need to retain better teachers (PDS/MIE) CLP program not worth time & money (PDS/MCI) Poor/insufficient/untimely information dissemination (OC/MCI) Greater teacher involvement on committees (PIO/PDS)	Poor communication (2) (OC/MIE) Teacher input into program development, evaluation instruments & systems (PIO/ETA) Inequities/unfairness in program application of rules (MIE/OC) Poor teacher-administrator relationships (ADL/TSDL)	Greater teamwork & cooperation among teachers (OC/MIE)

Table 8 (Cont'd)

CELLS OF QUALITATIVE DATA MATRIX: INDICATORS OF INSUFFICIENT READINESS
CROSS-CLASSIFIED BY CAREER-LADDER PARTICIPATION & YEARS OF EXPERIENCE

CLP Participation			
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
8-15 (Cont'd)	Better timing in scheduling of activities (OC/MIE) Improvement & development of skills(TSDL/DRPE) Insufficient parental involvement (POSA/DRPE) Improved bureaucratic procedures: tracking of absences & tardiness (DRPE/PDS) Need new school building (DRPE/FFGEN)		
16-25	Poor communication (2) (OC/MIE) Poor organizational structure (OC/PDS) Problems with curriculum (CIM/POSA) Greater teamwork & cooperation among teachers (OC/MIE) Administrative support of CLP (ADL/PDS) Money (FF/MIE)	Poor organizational climate generally: lack of trust, stress, insufficient positive feedback & burnout (3) (OC/MIE) Poor communication (OC/MIE) Insufficient teamwork & cooperation among teachers (OC/MIE) Poor discipline (ADL/OC) Poor/insufficient/untimely information dissemination (OC/MCI) Teacher input into program development, evaluation instruments & systems (PIO/ETA) Poor teacher-administrator relationships (ADL/TSDL) Lack of professionalism (TSDL/PIO) Reduction of fraudulent practices: misuse of public funds (FFGEN/OC) Insufficient quality of teaching (TSDL/CIM) Too-large class sizes (POSA/DRPE) CL teachers removed from classroom (PDS/OC) Changes in program direction too fast (PDS/MCI)	
Over 25	Poor communication (2) (OC/MIE) Poor discipline (2) (ADL/OC) Problems with school board (SLGB/DRPE)	All areas Inequities/unfairness in program application of rules (MIE/OC) Insufficient focus on student & teacher needs (POSA/TSDL) Idle complainers/no rationale for complaints (OC/MIE) All areas	Inequities in peer-evaluation procedures (ETA/PDS)

Table 9

RANKING OF STRENGTHS AND INSUFFICIENCIES OF ESSENTIAL COMPONENTS OF EFFECTIVE SCHOOL OPERATIONS

SUPPORT FACTORS

	Component Strength Subtotal	Rank		Insufficiency Subtotal	Rank
ETA	25	3	ETA	42	3
MIE	63	2	MIE	99	2
FF (salary)	18	4 *	FF (salary)	6	7
DRPE	12	6	DRPE	22	6
PIO	18	4 *	PIO	25	5
LG	-		LG	-	
OC	83	1	OC	244	1
MCI	6	7	MCI	6	4
FFGEN	-	-	FFGEN	3	8
PN	-	-	PN	-	-

* Since both of these factors were tied (at a point subtotal of 18), they were each assigned the rank of "4" with the next-lowest component (DRPE) thus receiving a rank of "6".

FOCUS FACTORS

	Component Strength Subtotal	Rank		Insufficiency Subtotal	Rank
POSA	26	3	POSA	30	3
CIM	19	4	CIM	25	4
TSDL	69	1	TSDL	68	2
ADL	33	2	ADL	93	1